

Lockport City School District
ELA Grade 2
Unit 1
Aligned to the Common Core 2011-2012

Unit 1 Title: Place to Explore

Rationale: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note:** highlighted standards are formally assessed within this unit.

Reading for Literature

Ask and answer such questions as who, what, where, when and why and how to demonstrate understanding of key details in a text (RL.2.1)

Describe how characters in a story respond to major events and challenges (RL.2.3)

Reading for Information

Ask and answer questions such as who, what, where, when, why, and how to demonstrate an understanding of key details in a text. (RI.2.1)

Identify the main topic of a multipage text as well as the focus of specific paragraphs within the text. (RI.2.2)

Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7)

Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9)

Reading Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words

Distinguish long and short vowels when reading regularly spelled one-syllable word (RF.2.3a)

Writing

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by planning, revising, and editing. (W.2.5)

Participate in shared research and writing projects. (W.2.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.2.11)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (L.2.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)

Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2c)

Consult reference materials, including beginning dictionaries, as needed to check and correct spelling (L.2.2e)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.2.3)

Speaking and Listening

Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and large groups. (SL.2.1)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (SL.2.3)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

ESSENTIAL QUESTIONS:

- What can we learn from exploring new places and things?
- What might we discover in a new neighborhood?
- Why would anyone want to explore space?
- When we are searching for answers, whom can we ask?
- What can we learn by exploring the desert?

BY THE END OF THIS UNIT, STUDENTS WILL KNOW: (What do I need to teach?)

- **Strategies for determining the following when reading informational text:**

How to ask and answer questions, such as who, what, where, when, why, and how, to demonstrate an understanding of the text.
How to identify the main topic in a multipage text.
How to explain a specific image (such as a diagram)
How to compare and contrast most important points presented by two texts of the same topic (A Walk in the Desert and another desert book)

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO: (What do I need to model, coach the development of, and ask students to perform/do?)

Interpret, from informational text read:

Ask and answer questions, such as who, what, where, when, why, and how to show an understanding of the text.

Identify the main topic of a multipage text.

Draw and label a diagram

Compare and contrast the same topic from two different texts.

- **Strategies to teach while reading literature:**

Strategies to help students pick out the character and the main events or challenges and how the character responds to it.

How to ask and answer questions, such as who, what, where, when, why, and how, to demonstrate an understanding of the text.

- **Strategies for writing**

informative/explanatory text: *How to* create and use guiding questions, how to establish a main idea and use details to support it, how to gather facts from varied resources, how to revise work effectively

- **Strategies for selecting appropriate research and publication tools online.**

- **Strategies for applying and improving use of conventions:** How to demonstrate command of conventions: capitalization, apostrophes for contractions, and possessive nouns, demonstrate learned spelling patterns

- **Strategies for demonstrating speaking, listening, and collaborative learning skills:** *How to* narrate in sequence, use different types of media to enhance message, follow and give directions, compare and contrast characters, make introductions

- **Strategies for Applying Foundational Reading Skills:** *How to* decipher letter-sound relationships, practice fluency, read high frequency words and lesson vocabulary automatically, develop vocabulary, use context clues, use grade-appropriate

- **When reading literature:**

Tell how a character responded to a major event or challenge

Ask and answer questions, such as who, what, where, when, why, and how to show an understanding of the text.

- When reading literature, the students will use information gained from illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

- use reference materials to check and correct spelling

- **As writers of informative/explanatory text:** Guiding Questions for Theme, Main Idea, Supporting Details, Use of Facts from Varied Sources, Revision

- **Use internet to research and publish writing.**

- **Apply conventions:** Demonstrate command of conventions: capitalization, apostrophes for contractions, and possessive nouns, demonstrate learned spelling patterns

- **Demonstrate speaking, listening, and collaborative learning skills:** Narrate in sequence, types of media, follow and give directions, compare and contrast characters, make introductions

references, use graphic organizers to group study and retain vocabulary, examine word usage and effectiveness, distinguish long and short vowels

- **Language Skills:** How to use reference materials to check and correct spelling, beginning conventions of grammar when writing or speaking

- **Foundational Reading Skills:**

Know letter-sound relationships, know r-controlled vowels, know vowel digraphs, base words and inflected endings, contractions, blend syllables to decode multisyllabic words, read aloud with accuracy, comprehension, and appropriate rate, read aloud with expression, attend to punctuation and use appropriate phrasing, practice fluency, read high frequency words and lesson vocabulary automatically, develop vocabulary, use context clues, use grade-appropriate references, use graphic organizers to group study and retain vocabulary, examine word usage and effectiveness

- **Language Skills:** use reference materials to check and correct spelling, start using correct conventions of grammar when writing or speaking.

PHASE TWO: ASSESSMENT EVIDENCE	
Pre-Assessment Task: Unit 1 Culminating Task	Formative Assessment Process:
What will the student do or produce to demonstrate their understanding and abilities?	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
Students will..... <ul style="list-style-type: none"> • Learners will, with teacher support, brainstorm potential questions that will then guide their research. <u>This will be captured on their note-sheet.</u> (RI.2.1) (W.2.5) • Learners will search a variety of informational texts to locate information about the varied purposes of places to explore. They will determine what the main topic is of each text they read and identify the topics of several paragraphs within each text. <u>This will be captured on their note-sheet.</u> (RI.2.2) (W.2.7) • With teacher support, partners or small groups will plan a trip to explore a place where they will learn new and exciting things what they will accomplish on their exploration and share reason. • Timed Writing: Each learner will independently write about a place they would like to explore. They give their opinion on what they will explore at that “place” and hope to “find” and 	Teacher will..... <ul style="list-style-type: none"> • Support students as they brainstorm worthwhile places to explore to guide their research. • Provide access to print and digital texts of places to explore. • Support writers as they capture main topics of texts and paragraphs within texts, using note-sheets. • Help writers form groups and establish potential places to explore. • Assign timed writing task, which must be completed without teacher support in 45 minutes of class time. • Collect drafts and use a standards-based rubric to assess quality and provide criteria-specific feedback to students. • Capture findings/data from the timed writing task using the approved rubric. • Use these findings to inform instruction, revise curricula, and coach individual writers to improve skills. Submit data for NYS pre-assessment purposes.

share reasons that support this opinion, using the linking words *because* and *also*. Their opinion piece will also have a concluding statement. This piece will be collected and used for NYS pre-assessment purposes. (W.2.1) (W.2.5)(W.2.7)

- They will use teacher feedback to revise and improve this draft, which may then be used for summative assessment purposes (ie. taken for a grade).
- Each writer will research a place to explore (either practical [zoo] or impractical [space station] place). This mini booklet will include the following:
 - An introductory section, which includes the place to explore and why.
 - Create a list of items to bring on the trip and purposes. (eg. An air pack to breathe on the moon).
 - A drawing/diagram of the form of transportation the learner will use to get to the location.
 - Facts and details about what they hope to find.
 - A concluding section, which provides facts and details about what they hope to find and what they hope to explore.

This draft will be completed in the note-sheet packet. (RI.2.1) (W.2.2) (W.2.5)

- Learners will use a criteria-specific rubric to self-assess and the note-sheet to reflect and set goals. They will revise

- Model how to create a high quality mini-booklet, which must include the following:
 - An introductory section, which includes the place to explore and why.
 - Create a list of items to bring on the trip and purposes. (eg. An air pack to breathe on the moon).
 - A drawing/diagram of the form of transportation the learner will use to get to the location.
 - Facts and details about what they hope to find.
 - A concluding section, which provides facts and details about what they hope to find and what they hope to explore.
- Guide writers as they use rubrics to self-assess, set goals, and revise. Collect and provide feedback.
- Coach writers to provide high quality criteria-specific feedback to peers and to capture what is learned on their note-sheets.
- Support writers in the revision of their mini-booklet, and help them prepare to share them with their peers.
- Support students in the presentation of their mini-booklets.
- Use mini-booklet for summative assessment purposes.
- Collect note-sheets. Score. Submit for NYS pre-assessment purposes.

their draft, which will be submitted to the teacher for NYS pre-assessment purposes. (W.2.2) (W.2.5)

- The teacher will provide criteria-specific feedback to writers on these drafts. With guidance and support from adults, peers will then provide criteria-specific feedback on several drafts completed by others, using the peer review process. Findings from peer review will be captured on their note-sheets. (W.2.5) (SL.2.2) (SL.2.3) (SL.2.6)
- They will revise these drafts again and submit them for summative assessment purposes (i.e. grading). (W.2.5)
- Mini-booklets will be shared with an audience who will benefit from them. (W.2.11)
- Note-sheets will be submitted, scored, and used for NYS pre-assessment purposes.

**PHASE THREE:
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE
LITERACY BLOCK**

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	<ul style="list-style-type: none"> Targeted comprehension, fluency, listening and speaking and/or language skills 	Textbook leveled readers RUBRICS CHECKLISTS ANNOTATED RECORDS
SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT	<ul style="list-style-type: none"> Activate and use prior knowledge Make and confirm predictions Recognize text structure: story and informational Identify main idea and details Visualize; use mental imagery Use parts of a book to locate information Identify author's purpose Use graphic sources (charts, diagrams, graphs, maps, tables) Distinguish between Realism and fantasy Recognize characters' traits, actions, feelings, and motives Identify Setting Compare and contrast 	Individual or small group-selected relevant text RUBRICS CHECKLISTS ANNOTATED RECORDS Scott Foresman Listening Comprehension (Day 1) Scott Foresman Read Aloud Anthology Scott Foresman Big Book "In the Forest" RUBRICS CHECKLISTS ANNOTATED RECORDS